

Grand Valley State University
ABA Graduate Certificate Program
Psy 525: Behavior Analysis Applied to Autism Spectrum Disorders and Developmental Disorders

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Meeting location: Online through Blackboard

Office hours: Email or by appointment
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COURSE DESCRIPTION

This course covers assessment and intervention strategies for working with individuals with autism and other neurodevelopmental disorders from a behavior analytic perspective to teach, strengthen, generalize, and maintain behaviors. Students will learn how to provide behaviorally-based training and supervision.

COURSE OBJECTIVES

1. Apply the principles of behavior analysis to addressing the learning and behavior support needs of individuals with autism and other neurodevelopmental disorders.
2. Describe the process of selecting behavior targets for intervention and developing instructional programs to teach desired behaviors.
3. Compare and contrast various intervention strategies such as natural environment teaching with discrete trial teaching.
4. Develop language programming based on verbal behavior.
5. Provide training and supervision for the delivery of behavioral practices.

BACB 5th Edition Task List		
Section 1: Foundations	Task List Items	Content Hours
B: Concepts and Principles	B-10-14	5 hours
Section 2: Applications	Task List Items	
G: Behavior-Change Procedures	G-1-12, G-20-22	30 hours
H: Selecting and Implementing Interventions	H-1-9	
I: Personnel Supervision and Management	I-1, I-2, I-4, I-5	10 hours

Learning Unit	Task List Items	Content Hours
Unit 1: Foundational concepts and principles for teaching	B-10-13	5 hours
Unit 2: Foundations for behavior change	G-1-4, H-1-5	30 hours
Unit 3: Applying and monitoring behavioral practices for instruction	G-5-8, G-20, H-6-9	
Unit 4: Intensive, individualized instructional practices	G-9, G-10, H-6-9	

Unit 5: Teaching Communication in collaboration with others Generalization and maintenance of communication	B-11, G-21-22, H-9	10 hours
Unit 6: Verbal behavior Equivalence-based instruction	B-14, G-11-12, H-9	
Unit 7: Training and Supervision	I-1, I-2, I-4, I-5	

READINGS

Coursepack:

The coursepack is strongly recommended but not required. All articles will be available electronically. If you want to have a printed copy of all articles, I suggest that you order the coursepack. If you prefer to download the articles and print them yourself or read them online, you do not need to order the coursepack since they will be posted on the Bb site. To order the coursepack, go to the online store for coursepacksetc- <https://coursepacksetc.com/product-category/grand-valley-state-university/>. Once the pack is ordered, it will take one day to reproduce and another day for shipping. Street address required.

Books:

Barbera, M. L. (2007). *The verbal behavior approach*. London: Jessica Kingsley. (available new or used through an online bookseller such as Amazon or Abebooks)

Lane, K., & Menzies, H. M. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies* (1st ed.). New York: Guilford Press. (ch. 8)

*previously used in ABA II, available electronically through the GVSU library

COURSE INFORMATION

BCBA Certification Information

This course is one of seven courses in the 21-credit Applied Behavior Analysis Graduate Certificate Program at GVSU. Successful completion of the course sequence results in the GVSU Graduate Certificate in Applied Behavior Analysis. The ABA Graduate Certificate is a Verified Course Sequence (VCS) by the Association of Behavior Analysis International (ABAI). The BACB has approved the GVSU course sequence as meeting the 5th edition Task List 315-hour coursework requirements for eligibility to pursue certification as a BCBA. Additionally, the BACB requires that you show proof of a master's degree and evidence that you have accrued the required number of supervised experience hours before you can register to take the BCBA exam. You are responsible for ensuring that you meet all of the current BACB standards. For more information about the Behavior Analyst Certification Board, go to www.bacb.com.

Because this course is part of the GVSU VCS, it must meet specific competency requirements from the BACB 5th edition Task List. Therefore, this course will cover the ways that ABA is used to understand the behavior of individuals with ASD and develop programs that improve their learning, social interaction, and behavior. This course does not include information about

diagnostic evaluation or interventions that are not connected to ABA. However, feel free to ask me questions outside of the realm of ABA and I will do my best to help you access the information you are looking for.

Required Equipment (owned or accessible)

- High-speed internet access
- Computer with a sound card and speakers and operating system that meets current Blackboard browser requirements (see below)
- Microphone (built in or external) - preferred
- Computer camera for videoconference, synchronous meetings (most laptops have a camera)

Blackboard is the Course Management System

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password.

This course utilizes Blackboard, GVSU's online course management system. Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning <http://www.gvsu.edu/online/>.

Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content.

Check the current [technical requirements](#) to use Blackboard and [preferred browser information](#).

Technical difficulties with Blackboard

If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

Accessing the Library

Many of GVSU's library resources can be accessed online [Distance and Off-Campus Learning Services](#) with many journal articles available on demand. You must have an active GVSU student account to take advantage of the library's resources and services. General library [help site](#).

Graduate Writing Resources

The [Graduate Writing Resources](#) available to assist with all kinds of writing tasks and they will give feedback on writing assignments. It is not just for students who struggle with writing. They can help any student improve writing skills.

Accommodations for Students with Disabilities

If you need specific accommodations and you have a documented disability, you will need to contact the Disability Support Resources Office at 616-331-2490 to coordinate accommodations. If you plan to request accommodations in this course, please let me know right away so I can assist you.

COURSE ORGANIZATION and ASSIGNMENTS

Synchronous Meeting (participate in 3 synchronous meetings)

Synchronous meetings will provide an opportunity to talk about course materials and assignments, as well as prepare for exams. We may guest speakers on occasion. The date and time for these meeting is listed on Blackboard.

Readings (weekly)

You will have book chapters and articles to read weekly. It is critical to stay up on the readings. This is where you will learn much of the content along with the ABA terminology, which is cumulative over the course of the ABA sequence and is important for course exams and the BACB exam. Most importantly, the reading content is necessary for your work as a practitioner.

Learning Units (two-week units)

The learning units will be a foundational part of the course and this is where you will find instructions for each two-week segment of the course including reading assignments, course content presentations, practice activities, and assignments. Units will open up two weeks at a time and an assignment will be due at the end of the two-week period. All previous units will be open throughout the course.

Units may have embedded questions and practice activities associated with the content. These are ungraded activities. These brief activities will help you to solidify your understanding of information and prepare for the assignments and exams.

Discussion board – (each learning unit)

Discussion board will be posted with each unit to promote discussion related to the topics covered in the unit. It is important to have interactions with others around the ABA terminology and application. A grading rubric is provided on the Blackboard site under Course Basics.

Term fluency (unit 6 only)

You will be practicing verbal behavior terminology during week 6. Fluency with ABA terms will help you understand concepts more deeply, speak the language of ABA and increase your odds of passing the BCBA exam. More information about the term fluency assignment will be available in the unit 6 folder. You can use Quizlet to access the terms, practice, and quiz yourself. <http://quizlet.com>

Assignments – (each Learning Unit)

You will have an assignment associated with each learning unit. These will vary in type and length but most will involve practice or application of concepts from the unit content. These are graded and will constitute an important part of your learning and grade for the course. All written assignments must be prepared in a professional manner (typed, and free from spelling/grammatical errors). More information about each of these assignments will be provided on Blackboard.

Exams – (3 exams)

You will have 3 open-note, timed exams scheduled throughout the semester focused on two units of course content. The exams will include primarily short answer and essay questions, but may also include multiple choice and fill in the blank questions. The exams will be administered through Blackboard. You will have a specific amount of time to complete the exam. **Although you may use notes for the exam, it will be necessary to complete all readings and study to become fluent in the content in order to**

complete the questions in the allotted time. Many of the questions will ask you to synthesize and apply information and you will not find the answers directly in the materials.

*Note: You will not need to be on campus for the exams, nor will you need a proctor or Respondus Lockdown since these are open-note exams.

POINTS AND GRADING

Assignment	Points	Total Points for Semester
Synchronous meetings (3)	5	15
Discussion board (6)	8	48
Assignments (6)	20	120
Exams (3)	60	180
TOTAL POINTS		363

Final Grade Requirement

Students seeking the ABA Graduate Certificate must complete all courses with a B- or higher in each course and finish with a minimum 3.0 grade point average in the course sequence.

Letter Grade	Percentage Range
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	61-69%
F	0-60%

ACADEMIC INTEGRITY

[GVSU Student Code regarding Integrity of Scholarship and Grades:](#)

Section 223.00: Integrity of Scholarships and Grades

Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.

Section 223.01: Plagiarism

Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

"This course is subject to GVSU's general requirements for courses. A full list with pointers to resources may be found at www.gvsu.edu/coursepolicies."

**Psy 525: Behavior Analysis Applied to
Autism Spectrum Disorders and Developmental Disorders
Fall 2020**

Session Dates	Learning Unit	Readings	Assignments
Unit 1: Aug 31-Sept 13	Foundational concepts and principles for teaching students with ASD/DD Evidence-based interventions	<ul style="list-style-type: none"> • Boutot & Hume (2012) • Test et al. (2014) • Spencer et al (2012) • Livanis et al. (2013) • NCAEP Report 	Assignment 1 Discussion board
Unit 2: Sept 14-27	Foundations of Behavior Change and Intervention Practices <ul style="list-style-type: none"> • School based services • Selecting, implementing, and evaluating interventions • Motivation & choice 	<ul style="list-style-type: none"> • Adcock & Cuvo (2009) • Carnett et al. (2014) • Noel & Getch (2016) • Cengher et al. (2015) • Kelly and Tincani (2013) • Lane et al. (2015) – ch. 8 	Synch mtg 1 - 9/16 Assignment 2 Discussion board
Exam 1 – Sept 28			
Unit 3: Sept 28-Oct 11	Instructional supports in a school setting <ul style="list-style-type: none"> • Inclusive support • Academic engagement • Peer to peer support • Self-management 	<ul style="list-style-type: none"> • Hart & Whalon (2008) • Cohen et al. (2018) • Schulze (2016) • Koegel et al. (2014) • Ziegler et al. (2020) 	Assignment 3 Discussion board
Unit 4: Oct 12-25	Intensive, individualized instructional practices <ul style="list-style-type: none"> • Discrete trial teaching • Errorless teaching • Generalization and maintenance 	<ul style="list-style-type: none"> • Steege et al. (2007) • Weiss & Zane (2010) • Ferrioli et al. (2005) • Haq & Aranki (2019) • Noell et al. (2011) • Schwartz et al. (2013) 	Synch mtg 2- TBD Assignment 4 Discussion board
Exam 2 – Oct 26			
Unit 5: Oct 26-Nov 8 Includes fall break	Communication and verbal behavior PECS and Functional Comm Intro to Equivalence-based instruction	<ul style="list-style-type: none"> • Ganz et al. (2012) • Homilitas et al. (2014) • Cooper (2020) Ch. 19 • Stanley et al. (2018) 	Assignment 5 Discussion board Term fluency
Unit 6: Nov 9-29 Extra for Thanksgiving	Verbal Behavior	<ul style="list-style-type: none"> • Cooper (2020) Ch. 18 • Sundberg & Michael (2001) • Barbera (2007) 	

Unit 7: Nov 30-Dec 13	Training and Supervision	<ul style="list-style-type: none"> • Anderson et al. (2018) • DiGennaro et al. (2018) • Sellers et al. (2016) • Plavnick (2010) • Allen & Warzak (2000) • Ingersoll et al. (2016) 	Synch mtg 3 - TBD Assignment 6 Discussion board
Exam 3 – Dec 15			

Coursepack Readings

Boutot, E. A., & Hume, K. (2012). Beyond time out and table time: Today's applied behavior analysis for students with autism. *Education and Training in Autism and Developmental Disabilities*, 47(1), 23-38.

Test, D. W., Smith, L. E., & Carter, E. W. (2014). Equipping youth with autism spectrum disorders for adulthood: Promoting rigor, relevance, and relationships. *Remedial and Special Education*, 35(2), 80-90.

Spencer, T. D., Dietrich, R. & Slocum, T. A. (2012). Evidence-based practice: A framework for making effective decisions. *Education and Treatment of Children*, 35(2), 127-151.

Livanis, A., Benvenuto, S., MERTTURK, A., & HANTHORN, C. A. (2013). Treatment integrity in autism spectrum disorder interventions. In S. Goldstein, & J. A. Naglieri (Eds.), *Interventions for autism spectrum disorders: Translating science into practice; interventions for autism spectrum disorders: Translating science into practice* (pp. 19-37). Springer: New York, NY.

Adcock, J., & Cuvo, A. J. (2009). Enhancing learning for children with autism spectrum disorders in regular education by instructional modifications. *Research in Autism Spectrum Disorders*, 3(2), 319-328.

Carnett, A., Raulston, T., Lang, R., Tostanoski, A., Lee, A., Sigafoos, J., & Machalicek, W. (2014). Effects of a perseverative interest-based token economy on challenging and on-task behavior in a child with autism. *Journal of Behavioral Education*, doi:<http://dx.doi.org/10.1007/s10864-014-9195-7>

Noel, C. R., & Getch, Y. Q. (2016). Noncontingent reinforcement in after-school settings to decrease classroom disruptive behavior for students with autism spectrum disorder. *Behavior Analysis in Practice*, doi 10.1007/s40617-016-0117-0

Cengher, M., Shamoun, K., Moss, P., Roll, D., Feliciano, G., & Fienup, D. M. (2015). A comparison of the effects of two prompt-fading strategies on skill acquisition in children with autism spectrum disorders. *Behavior Analysis in Practice*, 9(2), 115-125.

Kelly, A., & Tincani, M. (2013). Collaborative training and practice among applied behavior analysts who support individuals with autism spectrum disorder. *Education and Training in Autism and Developmental Disabilities*, 48(1), 120-131.

Hart, J. E., & Whalon, K. J. (2008). 20 ways to promote academic engagement and communication of students with autism spectrum disorder in inclusive settings. *Intervention in School and Clinic*, 44(2), 116-120.

Cohen, A., & Demchak, M. (2018). Use of visual supports to increase task independence in students with severe disabilities in inclusive educational settings. *Education and Training in Autism and Developmental Disabilities*, 53(1), 84-99.

Schulze, M. A. (2016). Self-management strategies to support students with ASD. *Teaching Exceptional Children*, 48(5), 225-231.

Koegel, L. K., Park, M. N., & Koegel, R. L. (2014). Using self-management to improve the reciprocal social conversation of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 44(5), 1055-1063.

Ziegler, M., Matthews, A., Mayberry, M., Owen-DeSchryver, J., & Carter, E. W. (2020). From barriers to belonging: Promoting inclusion and relationships through the peer to peer program. *Teaching Exceptional Children*, 52(6), 426-434.

Steege, M. W., Mace, F. C., Perry, L., & Longnecker, H. (2007). Applied behavior analysis: Beyond discrete trial teaching. *Psychology in the Schools*, 44(1), 91-99.

Weiss, M.J., & Zane, T. (2010). Three important things to consider when starting intervention for a child diagnosed with autism. *Behavior Analysis in Practice*, 3, 58-60.

Ferrioli, S., Hughes, C., & Smith, T. (2005). A model for problem solving in discrete trial training for children with autism. *Journal of Early and Intensive Behavior Intervention*, 2(4), 224-246.

Haq, S. S., & Aranki, J. (2019). Comparison of traditional and embedded DTT on problem behavior and responding to instructional targets. *Behavior Analysis in Practice*, doi:10.1007/s40617-018-00324-3

Noell, G. H., Call, N. A., & Ardoin, S. P. (2011). Building complex repertoires from discrete behaviors by establishing stimulus control, behavioral chains, and strategic behavior. In W. W. Fisher, C. C. Piazza & H. S. Roane (Eds.), *Handbook of applied behavior analysis; handbook of applied behavior analysis* (pp. 250-269).

Schwartz, I., Thomas, C. J., McBride, B., & Sandall, S. (2013). A school-based preschool program for children with ASD: A quasi-experimental assessment of child change in project DATA. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 5(4), 221-232.

Sundberg, M. L., & Michael, J. (2001). The Benefits of Skinner's Analysis of Verbal Behavior for Children with Autism. *Behavior Modification*, 25(5), 698-724.

Ganz, J. B., Simpson, R. L., & Lund, E. M. (2012). The picture exchange communication system (PECS): A promising method for improving communicating skills of learners with autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities*, 47(2), 176-186.

Homlitas, C., Rosales, R. & Candel, L. (2014). A further evaluation of behavioral skills training for implementation of the picture exchange communication system. *Journal of Applied Behavior Analysis*, 47, 198-203.

Stanley, C. R., Belisle, J. and Dixon, M. R. (2018). Equivalence-based instruction of academic skills: Application to adolescents with autism. *Journal of Applied Behavior Analysis*, 51, 352-359.

Anderson, C. M., Smith, T., & Iovannone, R. (2018). Building capacity to support students with autism spectrum disorder: A modular approach to intervention. *Education and Treatment of Children*, 41(1), 107-137.

DiGennaro Reed, F. D., Blackman, A. L., Erath, T. G., Brand, D., & Novak, M. D. (2018). Guidelines for using behavioral skills training to provide teacher support. *Teaching Exceptional Children*, 50(6), 373-380.

Sellers, T. P., Valentino, A. L., & LeBlanc, L. A. (2016). Recommended practices for individual supervision of aspiring behavior analysts. *Behavior Analysis in Practice*, 9(4), 274-286.

Plavnick, J. B., Ferreri, S. J., & Maupin, A. N. (2010). The effects of self-monitoring on the procedural integrity of a behavioral intervention for young children with developmental disabilities. *Journal of Applied Behavior Analysis*, 43(2), 315-320.

Allen, K. D., & Warzak, W. J. (2000). The problem of parental non-adherence in clinical behavior analysis: Effective treatment is not enough. *Journal of Applied Behavior Analysis*, 33(3), 373-391.

Ingersoll, B., Wainer, A. L., Berger, N. I., Pickard, K. E., & Bonter, N. (2016). Comparison of a self-directed and therapist-assisted telehealth parent-mediated intervention for children with ASD: A pilot RCT. *Journal of Autism and Developmental Disorders*, 46(7), 2275-2284.

Tips for a Successful Learning Experience

**Although these might seem obvious and simple, they will make a difference*

- ☐ Read the syllabus and all preparatory information on Blackboard
- ☐ Stay organized and track due dates
- ☐ Plan weekly study times
- ☐ KEEP UP ON THE READING
- ☐ Log onto Blackboard at least 3 times per week to check announcements, discussion board, and interact with course material
- ☐ Get to know the other students in the class and help each other learn the language and the concepts
- ☐ Post questions, comments, and ideas on discussion board
- ☐ Ask questions of the instructor. Not just clarification questions about logistics, but content questions.